

History 115: Modern Latin America
Fall 2022

Monday & Wednesday 9-9:50, Gilman 55, sections Friday 9am and 10am

Prof. Casey Marina Lurtz

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Office hours Mondays 10:00-12:00, Gilman 330G or
online Sign up: <https://calendly.com/lurtz/office-hours>

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Weds, 12:30-2:30

This course is a survey of Latin American history from the 1820s to the present. It centers on the construction and meaning of nations and citizens, as seen through the lenses of race and ethnicity, international relations, economics and development, and arts and culture.

The course is designed to introduce students to important themes, chronologies, and dynamics in Latin American history, as well as to historians' toolkit for understanding and communicating about the past. Students will examine written primary sources to practice close reading and analysis; study images, films, and objects to learn how to engage non-written sources; and learn the basics of navigating digital archives and locating sources. They will work with and evaluate secondary sources, learning to assess scholarly arguments and place them in conversation, and they will learn to use library catalogs and scholarly databases to find academic research.

Students will also practice communication skills, with a focus on the digital humanities. Over the course of the term, they will learn how to use ESRI's StoryMaps platform to create interactive narrative websites that integrate digitized materials and best practices around accessible design. To demonstrate their fluency with these skills, they will pursue an individual research project on the topic of their choice over the second half of the semester, culminating in a StoryMap that they can share beyond the classroom.

This class follows a "flipped" setup: students are responsible for watching taped lectures and completing one or two short readings outside of class. Class time will be oriented around discussion and research activities. **Mondays** will be dedicated to finding and analyzing primary sources. **Wednesdays** we will focus on finding and analyzing secondary sources. **Friday section** will be a digital humanities lab dedicated to students' research projects.

This syllabus serves as a contract between you and me that explains what I expect of you, and what you may expect of me. Please read it carefully. If at any time I need to make changes, I will provide as much advanced notice as possible.

A note on the state of the world: This class is taking place during a pandemic, and we are all people struggling to find our footing in an uncertain, inequitable world. Ask for help if you need it. Treat each other with kindness. Respect each other's boundaries, rights, and needs. Please afford your instructors the same generosity they are striving to afford you.

Course Requirements & Grading:

Over the course of the semester, you will learn how historians research and communicate, culminating in the completion of a digital research project on a topic of your choice. There are five "check-in" assignments with flexible deadlines in addition to the midterm and final. Participation makes up the rest of your grade.

Participation (25% of final grade)

This course relies on your active participation throughout the semester. There are many ways to participate, but all require that you **listen to the lectures before Monday classes, do the readings before Wednesday classes, and think about how they all fit together before Friday section.**

Bring your computer or tablet to class! We will be working together to find and analyze sources, and this is much easier if you have a device to work on. If you are in need of help acquiring a device, reach out and we can connect you with resources.

Come to class with questions, thoughts, worries, critiques, suggestions, or anything the lectures and readings brought to mind. We'll work through activities individually, in pairs, in small groups, and as a whole class – you will never have to speak in front of the whole class if you do not want to (though I hope we build an environment where you feel comfortable doing so).

We will ask you to **self-evaluate your participation in Week 5 and Week 11** and we will provide feedback in response.

Check-in Assignments (25%)

Weeks 2-7 (two assignments to be completed prior to the midterm in Week 8. Have part one drafted by 9/30 section):

1. **Primary source StoryMap** (3 primary sources needed) (complete in Week 2, 3, 4, or 5)

Find 3 primary sources we have not talked about in class related to the topic of the week you decide to submit your assignment. Two need to be maps and one should be something else, either textual or visual. Use the first StoryMap template to create a simple StoryMap that explains the sources (the who, what, when, where, why), where they're located online, and their relationship to the course themes and materials. Use

brackets [] to reference proper citations at the bottom of the StoryMap in the bibliography section. 500-750 words total.

2. **Secondary source StoryMap** (complete in Week 5, 6, 7, or 8)

Find a secondary source we have not talked about in class related to the topic of the week you decide to submit your assignment. Use the second StoryMap template to explain the source (its argument, sources, and the scholarly conversation it is a part of) and its relationship to the course themes and materials. Use brackets [] to reference proper citations at the bottom of the StoryMap in the bibliography section. 500-750 words total.

Weeks 9-13:

1. **Preliminary project description** with citations for 2 primary and 2 secondary sources (**due by end of Week 10, Nov. 4**).

250-500 words on your proposed research project, the main questions driving your research, and the four sources you have found to demonstrate its feasibility.

2. **Annotated project bibliography** (**due by end of Week 12, Nov. 18**)

A bibliography of four primary and four secondary sources (these can include the four sources you found for your preliminary project description) with 100-200 word annotations. Annotations for primary sources should include the who, what, when, where, why information we have practiced as well as a note on how the source connects to your own project. Annotations for secondary sources should identify the author's main argument, sources, and the scholarly conversation they are contributing to, as well as indicating how the source is useful for your project. Include proper citations.

3. **Presentation of project overview in section** (**during final section on Dec. 9**).

You and your section mates will decide on the format and criteria for these presentations and this final session will serve as a chance to both workshop and celebrate the research you've completed over the term.

Midterm (Due Oct 19) (20%)

You will be given the questions for the midterm on October 12 at the end of class. You will pick two of the five provided questions and write a 1,000-1,500-word essay responding to each. All prompts will treat material covered in the first half of the semester, drawing on lectures, discussions, and readings. No new material is required.

You will then build a StoryMap to present one of your essays to a smart but uninformed audience (think of something you could send to your roommate or chemistry professor). You will incorporate visuals from lectures (Prof. Lurtz will provide access to a folder of

images used in slides), the Monday primary source sessions, or assigned secondary sources. You will use at least three different StoryMap elements (slideshow, slider, maps, sidecar, timeline, navigation, etc.) and include proper citations by using [] to indicate footnotes at the bottom of the StoryMap.

Final (Due Dec ??) (30%)

Your final project will incorporate the research methods, digital humanities tools, and analytical skills you have developed over the semester into a StoryMap that educates a specific imagined audience about your selected research topic while relating it to overarching developments in Latin American history. The text will be the equivalent of an 8-12-page paper (2,000-3,000 words) and you will incorporate other digital source material within the StoryMap to help narrate your argument.

Designing a research topic is challenging work! If you have no idea where to start, we have created four launchpads that gather different kinds of primary material related to specific themes. You are absolutely welcome to create your project from these curated collections. If you have an idea for a project beyond these launchpads, talk to Prof. Lurtz or your TA about its viability and where to start looking for sources. The check-in assignments from the midterm onward will help ensure that you're on track to finish the final, and Friday section will be a space for workshopping material and troubleshooting any issues that arise.

Policies:

Late Work & Extensions

If you need an extension, ask. I am generally happy to provide extensions, so long as students request extra time at least 36 hours before the due date. Late assignments (not granted an extension) will be docked a grade for each day they are late (e.g., an A becomes an A- becomes a B+). **Back up your computers** and use a cloud storage service like OneDrive, Dropbox, or Google Drive – we'll be collecting and generating a lot of digital content and you don't want to lose it.

Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the university's policies. Inform the professor or TA beforehand if you will miss class or section. Frequent unexplained absences or tardiness will result in a lower overall grade.

Accommodations

Accommodations will be made for those who need them. Please communicate with me early in the semester to discuss your needs. Transcripts of all lecture podcasts are available for those who need them on request. Any student with a disability who may need accommodations in this class should obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Moving Class/Section Online

If you are uncomfortable meeting in person for whatever reason, please reach out to Prof. Lurtz and we will figure out a way for you to take part virtually. If university policy shifts, we will all move online.

Mental Health

Many students experience anxiety, depression, and other emotional challenges. Please be in touch with me or your TA if you need an extension, reschedule, or other adaptation of the course. If you would like to speak to a professional counselor, please visit the campus Counseling Center. Information is available on the Counseling Center's website: <https://studentaffairs.jhu.edu/counselingcenter/>

Communications

We read and respond to email during regular business hours, 9-5, Monday thru Friday. We may take 24 hours or more to respond and you should not expect a response on the weekend. Please use proper formatting and address (Professor or Dr. Lurtz) when writing. The best way to reach Prof. Lurtz is to come to office hours, Mondays from 10:00-12:00 in Gilman 330G or online – sign up at the Calendly link in the header. I encourage you to come speak to me at least once during the semester, even if just to introduce yourself. TAs also have office hours and would love to see you there.

Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of student conduct (or designee) by calling the Office of the Dean of Students at 410-516-8208 or via email at integrity@jhu.edu. For more information, see the Homewood Student Affairs site on academic ethics: (<https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates>) or the e-catalog entry on the undergraduate academic ethics board: (<http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#UAEB>).

Week 1: Welcome and What is Latin America?

Mon., Aug. 29, 2022

Welcome, introductions, and What is Latin America?

Wed., Aug. 31, 2022

Course set up and tech orientation

Fri., Sep. 2, 2022

Introductions, class ethos, and what is digital humanities?

Week 2: Latin America to Independence

Mon., Sep. 5, 2022 - Holiday, No class

If you're so inclined, take a walk up to the Bolivar statue in Bedford Square while listening to a [WYPR podcast](#) about it.

Wed., Sep. 7, 2022

Listen:

1. Lecture 1 - Latin America to Independence (Prof. Lurtz)

Reading:

1. Gobat, Michel. "The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race." *The American Historical Review* 118, no. 5 (December 1, 2013): 1345–75. <https://doi.org/10.1093/ahr/118.5.1345>.

Fri., Sep. 9, 2022

Digital Humanities:

1. Allen Carroll, "StoryMaps and the Digital Humanities," on ArcGIS Blog

Week 3: Independence and Early Republicanism

Mon., Sep. 12, 2022

Listen:

1. Lecture 2 - Imperial Crisis & the Wars of Independence

2. Lecture 3 - Imagining New Nations

Wed., Sep. 14, 2022

Reading:

1. Trouillot, Michel-Rolph. "The Three Faces of San Souci." In *Silencing the Past: Power and the Production of History*, 31-69. Beacon Press, 1995.
2. Sábato, Hilda. "New Republics at Play." In *Republics of the New World: The Revolutionary Political Experiment in Nineteenth-Century Latin America*, 22-49. Princeton: Princeton University Press, 2018.

Fri., Sep. 16, 2022

Digital Humanities:

1. StoryMap workshop

Week 4: The Limits of Republicanism

Mon., Sep. 19, 2022

Listen:

1. Lecture 4 - Slavery Continued and Contested, Part I
2. Lecture 5 - Slavery Continued and Contested, Part II

Wed., Sep. 21, 2022

Reading:

1. [Chira, Adriana. "Affective Debts: Manumission by Grace and the Making of Gradual Emancipation Laws in Cuba, 1817–68." *Law and History Review* 36, no. 1 \(2018\): 1–33.](#)
2. [Johnson, Jessica Marie. "Markup bodies: black \[life\] studies and slavery \[death\] studies at the digital crossroads." *Social Text* 36, no. 4 \(2018\): 57-79.](#)

Fri., Sep. 23, 2022

Digital Humanities:

1. Rudo "Afitiwoyo" Kemper, ["Saafuten: The Slave Plantations of Dutch Guiana"](#)
2. [SlaveVoyages.org](#)

Week 5: Consolidating Nation States

Mon., Sep. 26, 2022

CLASS MEETS IN THE MSE LIBRARY to look at historical maps

Listen:

1. Lecture 6 - Political Participation in 19th C Latin America
2. Lecture 7 - Building the State

Wed., Sep. 28, 2022

Reading:

1. [del Castillo, Lina. "Surveying the Lands of Republican Indígenas: Contentious Nineteenth-Century Efforts to Abolish Indigenous Resguardos near Bogotá, Colombia." *Journal of Latin American Studies* 51, no. 4 \(2019\): 771–99. doi:10.1017/S0022216X19000294.](#)
2. Vezub, Julio and Mark Healey. "'Occupy Every Road and Prepare for Combat': Mapuche and Tehuelche Leaders Face the War in Patagonia." In *The Conquest of the Desert: Argentina's Indigenous Peoples and the Battle for History*, edited by Carolyn R. Larson, 43–70. Albuquerque: University of New Mexico Press, 2020.

Fri., Sep. 30, 2022

Digital Humanities:

1. Bring a draft Check-in Assignment StoryMap to share

Week 6: The Export Boom and Liberalism

Mon., Oct. 3, 2022

Listen:

1. Lecture 8 - Liberalism, Conservatism, and Positivism (Prof. Lurtz)
2. Lecture 9 - The Export Boom (Prof. Lurtz)

Wed., Oct. 5, 2022

Secondary research session with Joshua Everett from the MSE Library

Reading:

1. [Cribelli, Teresa. "'These Industrial Forests': Economic Nationalism and the Search for Agro-Industrial Commodities in Nineteenth-Century Brazil," *Journal of Latin American Studies* 45:3 \(2013\) p. 545-579.](#)

Fri., Oct. 7, 2022

Digital Humanities:

1. Hannah Wilbur, "Planning and outlining your story map: How to set yourself up for success," on ArcGIS Blog, June 16, 2019

Week 7: Migration – Latin America and the World to WWI

Mon., Oct. 10, 2022

Listen:

1. Lecture 10 - Migration & Urbanization
2. ["Kathleen Lopez on Chinese Cubans: A Transnational History," New Books Network. Nov 21, 2014.](#)

Wed., Oct. 12, 2022

Reading:

1. [Moya, José C. "A Continent of Immigrants: Postcolonial Shifts in the Western Hemisphere." Hispanic American Historical Review 86, no. 1 \(February 2006\): 1–28. <https://doi.org/10.1215/00182168-86-1-1>.](#)
2. [Walhout, Hannah. "How Japanese Immigrants Shaped Peruvian Food." *Food and Wine*, April 17, 2019.](#)

Midterm will be posted on Wednesday, Oct 12 and due Wednesday Oct 19

Fri., Oct. 14, 2022

Digital Humanities:

1. Midterm discussion and workshopping – bring your questions

Week 8 (Oct 18, 2021): Crises of Consolidation & Midterm

Mon., Oct. 17, 2022

Listen:

1. Lecture 11 - The Mexican Revolution (Prof. Lurtz)
2. ["The Mexican Revolution," *In Our Time*, January 20, 2011.](#)

Wed., Oct. 19, 2022

Class meets at the Baltimore Museum of Art

Midterm due

Friday, Oct. 21, 2022

Fall Break

Week 9: Populism and Possibilities

Mon., Oct. 24, 2022

Listen:

1. Lecture 12 - The Rise of Populism
2. Lecture 13 - Latin America Has the Ideas

Wed., Oct. 26, 2022

Reading:

1. James, Daniel. "Meatpackers, Peronists, and Collective Memory: A View from the South," *American Historical Review* 102:5 (1997), p. 1404-1412.
2. Thornton, Christy. "'Mexico Has the Theories': Latin America and the Interwar Origins of Development." In *The Development Century*, p. 263-282.

Fri., Oct. 28, 2022

Digital Humanities:

1. Explore source banks and talk through ideas for final projects

Week 10: Possibilities of Social Revolution

Mon., Oct. 31, 2022

Listen

1. Lecture 14 - The Cuban Revolution in Perspective
2. ["Michelle Chase and Devyn Spence Benson on the Cuban Revolution," *Historias*, Feb. 25, 2019.](#)

We will watch [The Fidel Castro Tapes \(2014\)](#) in class. Watch on your own time if you have to miss this session.

Wed., Nov. 2, 2022

Reading:

1. Ferrer, Ada, *Cuba: An American History*, part VIII (Origin Stories) and IX (The Revolution Begins Now!)
2. [Benson, Devyn Spence. "'Not Blacks, But Citizens': Race and Revolution in Cuba." *World Policy Journal* 33, no. 1 \(2016\): 23-29.](#)

Fri., Nov. 4, 2022

Workshop: Preliminary project descriptions due – share in section

Week 11: The Cold War

Mon., Nov. 7, 2022

Listen:

1. Lecture 15 - Latin America's Cold War
2. Lecture 16 - The Cold War in Central America

Wed., Nov. 9, 2022

Reading:

1. Booth, William A. "Rethinking Latin America's Cold War." *The Historical Journal*, First View, 1–23. <https://doi.org/10.1017/S0018246X20000412>.
2. [Weld, Kirsten. "No Democracy Without Archives." *The Boston Review*. July 9, 2020.](#)

Fri., Nov. 11, 2022

Digital Humanities: Revisit secondary source searches & start building bibliography

Week 12: Emerging from Dictatorship

Mon., Nov. 14, 2022

Listen/Watch:

1. Lecture 17 - Resisting Dictatorship
2. Lecture 18 - Aperturas: Democratic Openings
3. Film: *No* (2012) (available on reserve, and we will schedule a viewing)

Wed., Nov. 16, 2022

Reading:

1. [Kornbluh, Peter. "Oscars: Declassified Documents Tell History behind Best Foreign Film Nomination, 'No.'" National Security Archive Electronic Briefing Book No. 413. Feb. 22, 2013.](#)
2. Bruey, Alison. "National Protest and Possibility, 1983-1990," in *Bread, Justice, and Liberty: Grassroots Activism and Human Rights in Pinochet's Chile*, 167-206. Madison: University of Wisconsin Press, 2018.

Fri., Nov. 18, 2022

Digital Humanities: **Annotated project bibliography due – share in section**

Week 13: Enjoy your Thanksgiving Break!

Week 14: Remaking the Americas in the 1990s and 2000s

Mon., Nov. 28, 2022

Listen:

1. Lecture 19 - Democratization and its Discontents
2. Lecture 20 – On the Move
3. [“Resource Radicals with Thea Riofrancos,” *The Dig*, January 19, 2021.](#)

Wed., Nov. 30, 2022

Reading:

Pick one of the following issues of NACLA and come to class prepared to summarize it for your classmates, using the worksheet on Canvas as a reading guide:

1. [NACLA Report on the Americas, Volume 40, Issue 2 \(2007\): Report: How Pink Is The ‘Pink Tide’? \(p. 16-41\)](#)
2. [NACLA Report on the Americas, Volume 40, Issue 3 \(2007\): Report: Of Migrants and Minutemen: Inside the Immigration Battle \(p. 13-40\)](#)
3. [NACLA Report on the Americas, Volume 48, Issue 2 \(2016\): Report: Drug, Wars, and Capitalism \(105-106, 130-180\)](#)
4. [NACLA Report on the Americas, Volume 42, Issue 5 \(2009\): Report: Political Environments: Development, Dissent, and the New Extraction \(11-41\)](#)

Fri., Dec. 2, 2022

Digital Humanities: **Shared workspace for research projects and StoryMaps**

Week 15: Now What?

Mon., Dec. 5, 2022

No listening assignments

Wed., Dec. 7, 2022

No reading assignments

Fri., Dec. 9, 2022

Final project presentations